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ABSTRACT

Statements are made concerning the philosophy of special education classes, the role of the State Department of Education in them (including background and financial assistance available), and the steps in setting up a special education program (administrative responsibilities, selection and placement, and parent consultation). Programs are discussed in terms of eligibility, class size and age range, physical plant, educational program, and teacher requirements. Program standards included are those for educable retarded, trainable retarded, children with learning disabilities, visually handicapped, hard of hearing, orthopedically handicapped, children with special health problems, speech therapy, homebound instruction, and educational examiners. Standards for scheduling, reporting, and dismissal, vocational training in home economics, and cooperative programs are also presented. (JM)

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Guidebook for Classes in Special Education

Division of Instructional Services

SPECIAL EDUCATION

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GUIDEBOOK

FOR CLASSES IN SPECIAL EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TABLE OF CONTENTS

PART I

Foreword

PART II

Philosophy of Special Education Classes

PART III

The Role Of The State Department of Education In Special Education

Chapter I Background Information

**Chapter II Financial Assistance Available Through The
State Department of Education**

PART IV

Steps in Setting Up A Special Education Program

Chapter III Administrative Responsibilities

Chapter IV Selection and Placement of Children

Chapter V Consultation With Parents

PART V

Criteria For Programs

**Chapter VI Program Standards for Special Education
Classes for Educable Retarded Children**

**Chapter VII Program Standards for Special Education
Classes for Trainable Retarded Children**

**Chapter VIII Program Standards for Special Education
Classes for Children With Learning Disabilities**

**Chapter IX Program Standards for Special Education Units
for Visually Handicapped Children**

Chapter X	Program Standards for Special Education Units for Hard of Hearing Children
Chapter XI	Program Standards for the Orthopedically Handicapped
Chapter XII	Program Standards for the Child With Special Health Problems
Chapter XIII	Program Standards for Special Education Units For Speech Therapy
Chapter XIV	Program Standards for Homebound Instruction
Chapter XV	Educational Examiner

PART VI

Standards For Scheduling, Reporting, and Dismissal

PART VII

After Special Education

Chapter XV	Home Economics for the Educable Mentally Retarded
Chapter XVI	A Cooperative Program of Vocational Education, Distributive Education, and Rehabilitation Services Leading to Academically Handicapped High School Youth

APPENDIX

Suggested Physical Facilities For Special Education Classrooms
Reporting Forms

PART I FOREWORD

The State of Arkansas has made provisions for the education of handicapped children for decades. The passage of Act 412 in 1947 was the first real step toward the program which now exists.

Each year there has been a steady increase in the applications to the State Department of Education for aid for handicapped children. The enactment by Congress of various acts pertaining to the education and welfare of children with special needs has encouraged the expansion and development of programs in public schools. Public Law 85-926, as amended by Public Law 88-164, and the Titles under the Elementary and Secondary Education Act have been especially helpful.

The Guidebook For Classes In Special Education has been developed in an attempt to meet the needs of those schools desiring to initiate new programs and also those who have had special classes for several years. It is hoped that the Guide will give direction and a sense of unity to the statewide planning of educational programs for all children.

This publication was developed as a cooperative effort with the assistance of special education teachers, administrators, college instructors, and members of the special education staff of the Department of Education. It has been under revision for two years and we are pleased to present it to the schools of Arkansas.

A. W. Ford
Commissioner of Education

PART II

PHILOSOPHY OF SPECIAL EDUCATION CLASSES

The handicapped are like the poor in that they will always be present in any society. The Special Education of the Arkansas Department of Education accepts this premise and is charged with the responsibility of securing special educational services for these students. Special education is offered to all handicapped children who are enrolled in the public schools. By definition the handicapped are those children who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired.

Our society generally agrees that all children have a right to an equal educational opportunity. Special education is based upon the premise that equal opportunity does not mean identical programs but rather that each child has the right to an education which will enable him to benefit to the maxim of his ability. This in turn benefits society in that the human resources will be more fully utilized.

The primary purpose of special education is:

1. To modify, insofar as possible, the interfering differences in learning characteristics of the child, and/or
2. To accommodate these differences where modifications of the child in his learning situation is not feasible or appropriate within the regular education program. If the school's program is to be effective for the handicapped child, it not only must be broad enough to capitalize on the similarities these pupils have with other children, but it must also take into account and provide for their differences.

PART III

THE ROLE OF THE STATE DEPARTMENT OF EDUCATION IN SPECIAL EDUCATION

Chapter I

Background Information

The State Department of Education was originally created to serve the people of Arkansas in the leadership role. The chief function of the Department of Education is not to dictate policy, but rather to provide consultative services and leadership.

The Special Education Section of the State Department is in the Division of Instructional Services and is under the direction of the Director of Special Education. Full time professional supervisors are available for supervisory consultation and visits.

The first authorization of funds to assist public school districts and treatment institutions in providing educational opportunities for physically handicapped children was made through Act 412 of 1947. This Act was amended by Act 315 of 1949 to include also slow learning or mentally retarded children. The language of Act 412 of 1947 as amended by Act 315 of 1949 allows a liberal interpretation and permits considerable flexibility in organization and administration. Section 2, Act 315 of 1949 states: "...any child of educable mind, as determined by the State Board of Education, except a child who is currently enrolled in the State School for the Deaf or State School for the Blind, between the ages of six and twenty-one, who by reason of defective hearing, vision, speech, slow learning, or who is crippled, cardiopathic, tuberculous, cerebral palsied, mentally retarded or otherwise disabled, and who cannot be safely and adequately educated in the public schools as determined by competent medical authorities, shall be considered a handicapped child for the purpose of this Act." Act 48 of 1959 further amended Act 412 of 1947 by increasing the age range to "between the ages of three and twenty-one." Act 169 of 1963 amended the original Act by including "Any child of educable or trainable mind..."

An appropriation of funds was made under Act 331 of 1961 "...to be used by the State Department of Education for the education of mentally alert school age children of this state, who because of a severe physically crippled condition, are unable to attend regular or special classrooms in their local school districts..." One treatment institution has been serving these children.

The State reimbursement aid given to the education of

handicapped children through the Special Education Section is as follows:

Year	State Reimbursement	Districts Participating	Children Served
1960-61	\$ 77,855.01	44	1,122
1961-62	\$132,521.86	52	2,285
1962-63	\$167,252.31	52	2,633
1963-64	\$271,373.69	50	2,602
1964-65	\$304,232.11	65	2,911
1965-66	\$325,088.12	65	3,551
1966-67	\$322,029.40	62	3,751
1967-68	\$378,782.06	57	4,184
1968-69	\$381,530.63	68	3,440

Chapter II

Financial Assistance Available Through The State Department of Education

Each year the Special Education Section is allocated funds through the budget of the State Department of Education to: 1) reimburse the three treatment institutions offering special educational classes, 2) reimburse the school districts having special classes, 3) provide large-type books for visually impaired children in the public schools, 4) provide reimbursement for homebound and hospital instruction, 5) reimburse school districts for speech therapists and 6) provide for special transportation, instructional aids, and services essential for the education of the handicapped child.

REIMBURSEMENTS

School districts may receive financial assistance in providing the following services on an excess cost basis:

1. Special Classes
2. Instruction of the Homebound
3. Speech Therapy
4. Large-type books for the partially sighted and other instructional aids
5. Special Services (transportation, attendants, etc.)

For Special Classes

School districts may receive for children in special classes up to \$200 per child per school year of nine months for any cost above that expended on the child in the regular class. The reimbursement is not to exceed \$2,000 per class unit in the public school.

Reimbursement will not be authorized for an instruction or service prior to approval of the program.

Form HC-1 (Application For Certification Of Handicapped Child) and Form HC-2 (Physician's Statement) for each child must be submitted with Form HC-4 (Claim For Reimbursement) and Form HC-9 (Special Education Class Roll) by May 15 of each year. If the child's handicap is continuing, the physician's statement is not necessary each year, provided the date of the first statement, and the name of the physician and the child's handicap are listed on Form HC-2.

For special classes it is necessary that the district expend for the handicapped child the same amount expended per capita for all children. Expenditures above this amount are considered excess costs. All costs for the instruction of the homebound and hospitalized, speech therapy, special services, and instruction in addition to the regular classroom are considered excess costs. Only excess cost beyond regular per capita cost will be allowed for reimbursement.

Reimbursement is granted on months of attendance. A minimum of ten days attendance is required for each pupil-month claimed. A proration will be made for each fractional part of the month which is allowed. The proration schedule for each child who attends at least ten days each month is listed below.

10 to 20 days attended	X 9 months	=	\$200.00
10 to 20 days attended	X 8 months	= 8/9 of \$200	= \$177.76
10 to 20 days attended	X 7 months	= 7/9 of \$200	= \$155.54
10 to 20 days attended	X 6 months	= 6/9 of \$200	= \$133.32
10 to 20 days attended	X 5 months	= 5/9 of \$200	= \$111.10
10 to 20 days attended	X 4 months	= 4/9 of \$200	= \$ 88.88
10 to 20 days attended	X 3 months	= 3/9 of \$200	= \$ 66.66
10 to 20 days attended	X 2 months	= 2/9 of \$200	= \$ 44.44
10 to 20 days attended	X 1 month	= 1/9 of \$200	= \$ 22.22

For Treatment Institutions

In treatment institutions, reimbursement may not exceed \$350 per child per school year.

For Speech Therapy

For each full-time speech therapist in public schools \$2,500 per year will be allowed, provided the pupil load is sufficient and other conditions set forth by the policies and regulations of the State Board of Education as are outlined in this Guide are met.

No school will be paid more than it claimed as excess costs.

For Large-Type Books

Any school district having a child who is visually impaired and is in the need of large print textbooks may receive these free of charge on a loan from the Special Education Section.

Requests for these books should be accompanied by an up-to-date ophthalmologic report certifying the visual acuity of the child. The Arkansas School for the Blind cooperates in this service and provides many books for circulation.

For Homebound Instruction

Reimbursement of \$200.00 per child per school year is allowed for homebound instruction of children who are physically unable to attend a public school.

To be eligible the child must receive instruction for not less than three hours per week or twelve hours per month. Prorations are made on the basis of \$200 per nine months or fractional parts for the exact months for which the child was taught. For districts employing full-time homebound teachers, a maximum of \$2,000 per teacher will be allowed.

All standards pertaining to homebound instruction as presented in this Guide must be met before payment is made to the district.

PART IV
STEPS IN SETTING UP A SPECIAL EDUCATION PROGRAM

Chapter III

Administrative Responsibilities

Role Of The Superintendent

The superintendent of the school district should take an active role in initiating, developing, and maintaining a special education program. He should be well informed and up to date on all information relating to his particular program and the field as a whole.

Although someone on the professional staff of the school may be assigned the responsibility of gathering all necessary diagnostic information about any particular child, the actual decision for placement is the responsibility of the superintendent of the school.

Many superintendents have found it useful to appoint a committee to staff members and other professional persons to assist in the identification, placement, and individual programming of handicapped pupils. Such a committee usually consists of the professional personnel who have obtained the information on the children and other persons designated by the superintendent, such as the special education teacher, the building principal, the counselor, the school nurse, physician and other resource persons.

Role of the Regular Classroom Teacher*

The regular class teacher must be able to:

1. Recognize signs of difficulty which might indicate needed placement
2. Assume the role of educational consultant to interpret records and test results
3. Take records from other disciplines and personnel and create a program for the child
4. Recognize and use the local resources available for referral
5. Work cooperatively with the parents
6. Keep records that are legible, meaningful and worthwhile
7. Work with the administration and the child
8. Recognize the child who no longer needs special services
9. Present a wholesome attitude toward special education. Children accept the idea of special education on the acceptance of it by the regular class teacher.

*This information was taken from a panel presentation of Mrs. Loreta Holder at the Special Education Special Study Institute sponsored by the State Department of Education November, 1966.

Role Of The Special Class Teacher

The teacher is the key to the educational program. This is no less true in the case of a special education teacher. It must be emphasized that the characteristics of a good teacher in the special class are essentially the same as those common to good teachers in the regular classroom. The following are some additional characteristics of the special class teacher and some specific responsibilities which he must assume.

A. Background

The special class teacher, even more than regular class teachers, needs a broader understanding of child development, a knowledge of a variety of methods for teaching skills and a familiarity with sequential development in the skills areas. In addition, he must have an understanding of all the problems of the handicapped which caused the placement in a special class.

B. Methods and Curriculum

It is the responsibility of the teacher with his knowledge of the needs of his students to develop a specialized curriculum for his special class. While the essentials of the program can be outlined, it still remains for the teacher to adapt these essentials in terms of his special class and the community in which his pupils live. He must be aware of the ways in which the needs of the handicapped child can be met through the curriculum. He must know the facilities within the community which will aid the child in his adjustment after leaving school. He also must be aware of problems that cannot be solved in the school setting and must be referred for solution to the other agencies.

C. Extension of Services

It may not be unusual for the teacher of the special class to find that he is the only special teacher in the school district. In such cases, he usually will begin by working with children at the primary level. While this often serves to meet the immediate needs of the district, it will become apparent, after some time, that other programs need to be developed at the other levels.

Often the teacher will need to become a resource person to aid in the development of expanding programs, both at the elementary and secondary levels. In order to be effective in this capacity he will need an understanding of the total education program for the handicapped.

D. "Selling" Special Education

The teacher has a responsibility to develop an understanding

of the handicapped in the community. In such a role he must be familiar with the role that other professions or disciplines, such as medicine, social work, psychology, and public health nursing play in the total program. This, of course, is the responsibility of other professions, as well, but one of which the teacher must be acutely aware since the educational program can only be successful if the people of the community are willing to accept its products in the community. The teacher plays a key role in the process of interpreting to the public the goals and the needs of special education programs and of encouraging interested persons to enter the field.

Chapter IV

Selection And Placement Of Children

Data used for placement of children in special classes must be given very careful consideration. Persons responsible for the selection of the children should avail themselves of as much information on the child from as many disciplines as possible.

Sources from which information may be obtained:

1. Teacher Referral

The regular classroom teacher usually is the person responsible for making the original referral. It is through his observations and work with the child that he is able to make a judgment regarding the desirability of referring a pupil for further observation and study.

The teacher's referral most often is concerned first of all with the child's achievement level in the classroom. While it is not difficult for the teacher to identify those youngsters who are functioning considerably below grade level, the reasons for their lack of achievement are not always as obvious. Because of this, the teacher or school will find it helpful to verify his observations through the use of a group testing program before referring a particular child for further study.

The teacher also bases his referral on his observations of the child's social standing in the classroom and behavior in daily activities. This is a particularly crucial area in deciding upon the proper placement for a child and it centers around two main points: 1) The manner in which the child accepts and reacts to his academic failure, intellectual inferiority or unmet needs, and 2) his relationship to the other children in the classroom and school.

2. Group Testing Program

The use of standardized group mental tests can give school

personnel a general indication of the rate of learning and the potential of individual children. Generally, those pupils who score in the lower ranges of the test, usually 80 IQ and below or two grades behind in reading, and who are failing to make normal progress in school should be referred for an individual psychological evaluation.

Standardized achievement tests can provide a fairly reliable indication of the level at which a child is functioning in his academic work. Most mentally retarded children will score markedly below their chronological grade level on these tests. Although little information will be available on the very young child, the use of certain readiness tests will be helpful. Teacher-made achievement tests can often serve as a useful supplement to the standardized testing program.

Comparing teacher observation and judgment with group test results serves as an initial means of checks and balances in determining the eligibility of a child for special class placement.

It should be anticipated that not all of the pupils identified by these screening techniques will be mentally retarded. All too frequently children with certain other handicaps or disabilities appear on the surface to be mentally retarded while in reality their needs are quite distinct from those of pupils with low intelligence.

Some children may be of average intelligence but have a specific learning disability. Others may function at a low level because of emotional disturbance or a severe hearing or visual loss rather than low mental ability. Other pupils may be slow learners whose needs can best be served in the regular classroom with an understanding teacher and adjustments in the curriculum.

3. Health and Medical Record

The health record for each pupil must be examined to rule out or confirm the possibility that his difficulties in school are a result primarily of a hearing or visual impairment or to some other health problem. If a pupil has not had his hearing and vision tested, arrangements should be made for this to be done through the school or county nurse or other resource agency or organization.

When a pupil's health record indicates a health problem which might affect his school performance, arrangements should be made for a more thorough evaluation by an appropriate medical specialist such as an otologist, ophthalmologist, or a neurologist.

4. Psychological Examination

In Arkansas each child who is being considered for special class placement must be tested by a certified examiner. The primary purpose of the examination is to assess the child's mental ability and to secure other diagnostic information which may prove helpful in working with the child regardless of whether or not he is placed in a special class.

Through the use of an individual intelligence test such as the Stanford-Binet Intelligence Scale or a Wechsler Scale, the psychologist or examiner can obtain a more reliable measure of the child's rate of learning or IQ and his present mental age or level of functioning.

The evaluation and subsequent report may also be concerned with observations about the child's personality, such as his insight into his problems, the presence or absence of anxiety, and the nature of his self-concept. In addition, it may include a prognosis of the child's self-sufficiency. Finally, the report will contain a recommendation regarding the need for special class placement or for other modifications in the child's school program.

Generally, children who score between 25 and 75 IQ on the individual psychometric examination will qualify for special class placement for either the educable or trainable mentally retarded. However, in certain instances, pupils with IQ's above 80 may also qualify for special education services on a trial basis. In these cases, the reported observations and judgments of a psychologist are a particularly important part of the total psychological evaluation and will be required for placement.

5. Additional Information

Individuals involved in the diagnostic process need all available information before recommending placement of a child in a special class. For example, medical personnel may feel that a neurological examination is desirable. Also, the psychologist and/or physician may feel that a psychiatric examination is necessary. In addition, information regarding environmental influences is generally considered to be helpful. This would typically require the services of a school social worker and/or the local county welfare department.

Chapter V

Consultation With Parents

Once it has been determined that the pupil is eligible for placement in a class for the mentally retarded, or other placement, the parents and child are entitled to an explanation of the decision. Generally, no pupil should be assigned to the special class without the consent of the parents. However, each district must decide upon the best policy in this regard as it relates to each set of parents, the effect on the child, and the attitude in the community.

Who should consult with the parents?

Some districts prefer to have the psychologist or examiner interpret the need for special class placement at the time he has evaluated the child. However, this can have repercussions if the

psychologist is not a member of the regular school staff and does not know the attitude of the community or the parents involved.

The superintendent, principal, or counselor usually meets with the parents. Whoever has this responsibility must carefully consider the parents' feelings and should endeavor to help them to see the need for and value of the special education program.

What should be said to parents?

First, the child's need for special class placement should be carefully interpreted to his parents. In talking with parents, it is generally unwise to use the label "mentally retarded". This is especially true for children who test in the borderline range of intelligence. In such cases, it is often best to describe the child's difficulty in terms of what he can or cannot do in the academic or total school situation. The child's condition can be described without labeling it.

The emphasis should be on the advantage of special class placement and this should be pointed out to parents in a simple, direct manner--the advantages of having the child in a small class situation, the need for and benefit of individual instructions in the tool subjects and the mental health and happiness of the child. If the value of special class placement is carefully interpreted to parents, they can more readily understand and accept the child's need for special educational services.

What if parents will not consent to having their child transferred?

First, there will be surprisingly few parents who will not consent. If a parent does refuse, the school should put forth every effort to gain his cooperation and understanding. It may be helpful to have the parents visit the special class and talk with the teacher. Often they will be willing after several months to permit their child to be admitted.

In general, the essence of reaching an understanding with the parents is their actual emotional acceptance of the child's condition and needs. The evidence should be cumulative and as objective as possible. When a child is plainly in need of a special education program and his mental health is being impaired by continued enrollment in the regular room, it may be necessary for his future success and adjustment, to transfer him to the special class even if the parents are adamantly opposed.

NOTE: Powers of Local Board of Education, School Laws of Arkansas, Section 80-1527 of Act 461 of 1959.

How the school can help the parents accept the program.

The special class will be more acceptable to parents if the school makes every effort to keep it a part of and not apart from the total

school program. As with any classroom, it should be as attractive as possible. Whenever possible, the special teacher should be given an opportunity to work with other children. In this way, the teacher will be accepted and regarded by students and faculty as a regular member of the school staff and not as "the special education teacher".

The special class should not be identified in a negative or disparaging way, nor should the possibility of placement there be used as a threat for children who are behavior problems in the regular class setting. The special class pupils should be assigned to buildings with other children of an approximate chronological age and they should be routinely included in the regular recess, assemblies, lunch, and other school activities. At the secondary level they also should be permitted to enroll in certain regular classes whenever possible. Special class students integrate successfully into such classes as art, music, physical education, and other tool subjects which they might be able to handle scholastically.

Before any child is allowed to move into a regular class, the special class teacher should thoroughly explain his program to him and to the receiving teacher. All such transfers should be made on a trial placement only and this procedure should be understood by the receiving teacher, the child, and his parents.

Part V

CRITERIA FOR PROGRAMS

Chapter VI

Program Standards For Special Education Classes For Educable Mentally Retarded Children

A. General

1. A special education class may be approved for educable mentally retarded children only within these standards.
2. All children enrolled in an approved special education unit for educable mentally retarded children shall meet the standards listed herein.
3. Approval of classes shall be based upon a plan submitted in advance to the Director of Special Education.
4. School districts with ten or more classes for the educable mentally retarded should employ a coordinator to offer assistance and guidance to the total program.
5. The superintendent of the school district of attendance (or his designated representative) is responsible for the assignment of pupils to approved special education classes.

B. Eligibility

1. Children shall be in the general intelligence range of 50-75. They shall also be of legal school age in the district operating the class, and must have sufficient maturity to adjust to general school routine.
2. Intelligence level shall be determined through an individual examination by a certified examiner. The qualifications for such an examiner may be found in Chapter XV--Educational Examiner of this Guide.
3. A copy of the psychological report should be available to the classroom teacher.
4. Children placed in special education classes shall be re-evaluated periodically. Initial test results which are more than three years old shall not be used for continued placement.

Pupils who exhibit noticeable difficulty in behavioral adjustment and/or instructional progress in the special class(es) shall be given more frequent and more detailed re-evaluation, including an appropriate medical diagnosis where need is indicated.

C. Class Size and Age Range

1. Minimum class size for an educable mentally retarded class

- shall be five (5) children.
2. Maximum class size for an educable mentally retarded class shall be fifteen (15) children.
 3. Class size may be adjusted downward for individual units at any age level where pupils with multi-handicaps are enrolled. This ratio is usually computed on a 2 : 1 basis. Each child with a multi-handicap will be considered as two students in total pupil count.

D. Housing, Equipment, and Materials

1. The educable mentally retarded classroom should preferably be located in the regular school buildings so that regular class integration is possible.
2. See Appendix for recommendations regarding physical facilities for a special education classroom.
3. The equipment and materials for the class should be adequate and appropriate for the maturity and interest levels of the children. See Appendix for a suggested list of basic materials for initiating a special education class.

E. Program

1. A comprehensive program shall be provided to serve all educable mentally retarded children on a continuum from primary through high school.
 - a. A district initiating its first unit shall provide a continuous program primary through secondary levels within six years. (Exceptions may be made on prior approval by the State Director of Special Education.)
 - b. A district with a high school program shall develop a work-study program within three years from the time the special program is initiated.
2. Program organization shall be essentially the same as the program for other pupils of the same age in the same building. This applies to the length of the school day, amount of participation in general school activities, and grouping of pupils in the same classroom.
 - a. In the elementary school, the unit is primarily self-contained. Exception would be in art, music, and physical education activities.
 - b. In the secondary school, the educable mentally retarded should participate with the general student body in selected non-academic courses and activities.
 - c. In secondary schools where several teachers work in a departmentalized manner, each teacher shall have the equivalent of one special unit as a full time responsibility.
 - d. In secondary schools where one special teacher carries

full responsibility, this teacher shall have one special class only. While not all pupils at this age level remain with the special teacher all day, the teacher's responsibility is a full time one.

3. The instructional program for all age levels shall be appropriate to the needs and capabilities of mentally retarded students.
 - a. In the elementary program, the special teacher has full time responsibility for the children.
 - b. In the secondary program, all academic work, personal and occupational guidance shall be carried on by the special class teacher(s), guidance counselor(s), vocational coordinators, and rehabilitation work-study coordinators.
 - c. Work-study programs in the senior high schools shall be a part of the total curriculum offering for these students.

F. Certification For Teachers Of The Educable Mentally Retarded

1. Hold or be qualified to hold an elementary or secondary certificate based on a bachelor's degree with 18 semester hours education.
2. Twelve semester hours with a minimum of three semester hours in each area from the following:
 - a. Education (or psychology) of exceptional children
 - b. Nature and needs of the mentally retarded
 - c. Education procedures of teaching the mentally retarded
 - d. Speech and language development or speech correction
3. Six Semester hours directed teaching in special education.**

Suggested improvements in Item 4 of Bulletin V, Revised, of Laws and Regulations Governing the Certification of Teachers, Administrators, and Supervisors are as follows:

4. Six semester hours of electives in addition to the requirements above with not more than three semester hours in any one area of specialized courses related to the handicapped. It is recommended that three of the required six semester hours of electives will be in the field of psychological evaluation of exceptional children.

*Two semester hours as a minimum will be accepted from institutions offering only two semester hours in these areas, provided the total of twelve semester hours is met.

**Teachers with three years of experience in special education will not be required to take directed teaching.

NOTE; For certification in special education with an emphasis in a field other than the mentally retarded, the requirements 2b and 2c should be specifically designed for this area of specialization. Example: For certification in the area of the Physically handicapped, the courses of Nature and Needs for the Physically Handicapped and Education Procedures for the Physically Handicapped should be taken in lieu of the courses for the mentally retarded.

As of September, 1967, teachers may begin teaching in special education classes with twelve (12) hours of work leading toward certification. These teachers must complete at least six hours each year until full certification is completed.

Teachers fifty-seven (57) years of age as of July 1, 1965, but who are not qualified under the policies of this Guidebook, may continue in service without penalty provided they have a minimum of ten (10) years of Arkansas service and five (5) years of service in special education.

Chapter VII

Program Standards For Special Education Classes For Trainable Retarded Children

Introduction

To a varying degree these children need help in learning to feed and dress themselves, to care for their toilet needs, and to protect themselves and others from the usual physical hazards.

As a group they can achieve very little success in academic work. While some cannot learn words or number concepts, others can learn to read signs for their own protection and to count and use small numbers in a limited functional manner. A few of these children, having the greatest ability, may master some primary reading. Their usual education program, however, consists of training in self-care, socialization, and limited economic usefulness as contrasted to the academic program for the educable mentally retarded. Only those children in the highest level of this group can achieve even elementary academic progress.

These children may attain limited social competency under continuous supervision. They will require supervision in the management of their affairs. Some will require maximum supervision and will have limited independent movement in the community.

Trainable mentally retarded children do not usually obtain work in the community. They may attain some economic usefulness in a sheltered environment such as a sheltered workshop. Their economic usefulness is often limited to household tasks in their own homes. Their occupational activities require maximum supervision.

A. General

1. A special education class may be approved for trainable mentally retarded children only within these standards.
2. All children enrolled in an approved official education unit for trainable mentally retarded children shall meet the standards listed herein.
3. Approval of classes shall be based upon a plan submitted in advance to the Director of Special Education.
4. The superintendent of the school district (or his designated representative) is responsible for the assignment of pupils to approved special education classes.

B. Eligibility

1. Children shall be in the general intelligence range below 50. Children with IQ's above 50 may be placed in classes for the trainable only on specific recommendation of a psychologist or psychiatrist.
2. Intelligence level shall be determined by a certified examiner.
3. A copy of the psychological report should be available to the classroom teacher.
4. Each trainable child must be:
 - a. Able to communicate his needs and wants and to understand simple directions.
 - b. Able to see and hear sufficiently to engage in class activities without being a hazard to himself or others.
 - c. Ambulatory sufficiently well to engage in class activities.
 - d. Toilet trained to the extent it is feasible to keep him in school.
 - e. Emotionally stable and socially developed to the extent that he can work and live with others without endangering their well being or seriously disturbing the learning situation.
 - f. Capable of reacting to learning situations.

C. Class Size and Age Range

1. Minimum class size for trainable mentally retarded children shall be five (5).
2. Maximum class size for trainable mentally retarded children shall be eight (8).
3. Class size may be adjusted downward for individual units at any age level where pupils with multi-handicaps are enrolled. This ratio is usually computed on a 2 : 1 basis. Each child with a multi-handicap will be considered as two students in total pupil count.

D. Housing, Equipment and Materials

Due to the variety of activities and the nature of the trainable

students it is advisable to plan housing facilities separate from the normal children. This does not mean a great distance from the other children, but at least not in the same building.

These children will need a large playroom-type facility with spaces for quiet activities, games, toilet training, and instructional grouping.

There must be numerous manipulative objects for the children. Safety games and puzzles are a necessity for this group. A piano and musical equipment are standard for the trainable classroom. An area equipped in the manner of a home is a must for teaching home and family living. This may include a stove, refrigerator, etc.

All materials must be suited for the low level of intelligence of the child. All games, toys or instructional materials must be geared to the age and size of the child also.

E. Program

Trainable mentally retarded children demonstrate little or no readiness for academic subjects and may never develop usable skills in the three R's. They should be trained in a manner quite different from the educable mentally retarded children. The common goal of their classes should include the development of attitudes, information and habits which will enable them to live happily and safely in their social environment. They must be taught to adjust to their home environment or institutional environment and, within their capacities, to contribute to the society in which they live. A training program will include such objectives as self-care, social adjustment, work habits and skills, speech and language development and diversional activities. The emphasis and content will vary according to the potential and developmental level of the children. Younger and more severely retarded children should have a program emphasizing the personal care and self-help experiences. Older, somewhat higher level children who have mastered these skills should be provided opportunities to participate in activities that will enable them to contribute somewhat to the protected environment in which they are and always will be living.

F. Certification For Teachers Of The Trainable Mentally Retarded (Same as Educable Mentally Retarded, Chapter VI)

Chapter VIII

Program Standards for Special Education Classes for Children With Learning Disabilities

A. General

Definition:

A child with learning disabilities is one who has adequate mental ability as defined by at least 90 points on either a verbal

or performance subtest of a Weschler Intelligence Scale and had adequate vision and hearing; and who manifests specific deficits in listening, talking, reading, writing, spelling, or arithmetic.

1. A specific education class may be approved for children with learning disabilities only within these standards.
2. All children enrolled in an approved special education unit for children with learning disabilities shall meet the standards listed herein.
3. Approval of classes shall be based upon a plan submitted in advance to the Director of Special Education.
4. The superintendent of the school district of attendance (or his designated representative) is responsible for the assignment of pupils to approved special education classes.

B. Eligibility

1. Identifying characteristics of children with learning disabilities are those children who:
 - a. Are underachievers in one or more academic areas.
 - b. Have short attention spans and/or distractability.
 - c. Have poor organizational ability.
 - d. Have general coordination deficits in either fine or gross movement patterns.
 - e. Are over active or underactive
 - f. Have problems in perceiving form, time, space, size patterns, and/or directionality.
 - g. Have receptive or expressive language problems.
 - h. Are unique in that a given child may display only a few of these symptoms and in varying degrees.
 - i. Have poor memory.
2. Evaluation
 - a. Initial screening to be administered by a committee composed of the regular teacher, special teacher, principal, and when available within a school district the school psychologist and social worker.
 - b. Psycho-educational examination to be administered by a competent examiner.
 1. Weschler Scale with a report of subtest scores.
 2. Bender-Visual Motor Gestalt Test.
 3. Basic skill assessment in reading, writing, spelling, and arithmetic.

C. Class Placement and Size

1. Placement in the class will be made after a conference is held with the complete diagnostic staff.
2. Minimum class size for any type of class unit will be five students.

3. Maximum class size limit will be established as to the type of unit desired.
 - a. Self-contained classes will be limited to eight children with no teacher's aide. With an aide, ten students will be considered as a maximum.
 - b. Resource room class size will be limited to fifteen children per day.
 - c. Itinerant teachers class size will vary according to type and severity of problems, age of pupils, number of schools and the geographic area in which the services are rendered, types of supportive and preventative services offered to not only the child but also to teachers.
4. Suggested Physical Facilities
 - a. Free from extraneous noises.
 - b. Easy accessibility to other classes and toilet facilities.
 - c. Ample closed shelves and closets.
 - d. Decorated in subdued tones.

D. Program

1. The resource room: The pupil remains in his regular grade placement classroom for a large portion of the day. He comes to the resource room for daily periods. The resource teacher may work with him on an individual basis or in small groups.
2. Self-contained class: This type of classroom is best for children whose symptoms, both in learning and behavior, are more severe. The students remain with the special teacher all day.
3. Itinerant teachers: These teachers serve as resource teachers in more than one school.

E. Certification Requirements For Teachers Of Children With Learning Disabilities

1. Hold or be qualified to hold an elementary or secondary certificate based on a bachelor's degree with 18 semester hours education.
2. Twelve semester hours with a minimum of three semester hours in each area from the following:*
 - a. Education (or psychology) of Exceptional Children
 - b. Nature and Needs of the Children With Learning Disabilities
 - c. Education procedures for teaching learning disabilities
 - d. Speech and Language Development or Speech Correction
3. Six semester hours Directed Teaching In Learning Disabilities.**

*Two semester hours as a minimum will be accepted from institutions offering only two semester hours in these areas, provided the total of twelve semester hours is met.

**Teachers with three years of experience in learning disabilities will not be required to take directed teaching.

Suggested improvements in Item 4 of Bulletin V, Revised, of Laws and Regulations Governing the Certification of Teachers, Administrators, and Supervisors are as follows:

Six semester hours of elective in addition to the requirements above with not more than three semester hours in any one area of specialized courses related to the exceptional child. It is recommended that three of the required six hours of electives will be in the field of psychological evaluation of exceptional children.

CHAPTER IX

Program Standards for Special Education Units for Visually Handicapped Children

A. General

1. A special education class for visually handicapped children may be approved only within these standards.
2. The superintendent of the school district of attendance (or his designated representative other than a classroom teacher) is responsible for the assignment of pupils to approved special education units.
3. All children enrolled in an approved special education unit for visually handicapped children shall meet the standards listed below.
4. Approval of classes shall be based upon a plan submitted in advance to the Director of Special Education.

B. Eligibility

1. Children whose visual handicap prevents successful functioning in a regular classroom may be placed in a special education unit when the vision is 20/70 or less in the better eye after correction or when the child cannot read 18 point print at any distance, on the basis of a current examination by an eye specialist.
2. Visually handicapped children of school age with an intelligence quotient above 75, based upon an individual psychological examination administered by a qualified psychologist or examiner, may be placed in the special education unit if they are capable of profiting from an educational program.
3. Visually handicapped children with an intelligence quotient between 50 and 75 should be placed in a special program for slow learning visually handicapped children at the Arkansas State School for the Blind, Little Rock, Arkansas.

C. Class Size and Age Range

1. Minimum class size for a unit of visually handicapped children shall be six (6).
2. Maximum class size in a self-contained program shall be ten (10).
3. Enrollments in a resource program shall be dependent upon age range, academic achievement, and degree of visual problem, but in no case shall it be fewer than 6 children nor exceed 16 children per unit.
4. Enrollments in an itinerant program shall be dependent upon age range, academic achievement and degree of visual problem, but in no case shall it be fewer than 8 children per unit.
5. Combination resource and itinerant programs may be approved by the Division of Special Education based upon a proposal submitted in advance.

D. Housing, Equipment and Materials

1. A special education unit for visually handicapped children shall be housed in a classroom in a regular school building which meets the standards adopted by the State Board of Education, with children of comparable chronological age. (See Appendix for Physical Standards)
2. A special education unit for visually handicapped children shall provide space adequate for the storage and handling of the special materials and equipment needed in the instructional program.
3. A special education unit for visually handicapped children shall provide the special materials and equipment necessary for the instruction of these children.
 - a. Textbooks used in the regular grades and corresponding special texts (Braille, Large Type, Tapes) shall be provided for the use of visually handicapped children.
 - b. Special equipment, such as Braille writers, tape recorders, Braille slates, typewriters, and Talking Books, shall be provided according to the educational needs of the children.

E. Program

1. A special education unit for visually handicapped children may be approved when organized as a unit for partially seeing children.
2. A special education unit for visually handicapped children may be approved when organized as a special class program, as an itinerant teacher plan and/or as a resource room plan.

3. A special education unit for visually handicapped children may be approved when organized at the elementary or the secondary level.
4. All records, including physical and psychological data, shall be maintained by the district providing the special education unit and used as a basis for the placement and transfer of children.
 - a. Copies of these records shall be provided the special teacher of the unit for her information and guidance in the education of the child.
 - b. Appropriate records shall be provided any school enrolling the child in case of transfer.
5. The educational program shall provide instruction in all academic areas and special skills areas such as Braille, daily living and physical activities.
6. Special education programs for visually handicapped children should provide continuing instructional programs and services from primary through the secondary levels.
7. Visually handicapped children assigned to regular classroom programs with children of their own mental and grade levels shall demonstrate readiness and ability to profit from this placement and shall be provided with special materials, services, and counseling according to their needs.
8. There shall be written policies for the selection and placement of children in a regular class on a full or part-time basis.
9. There shall be evidence of periodic evaluation of the educational progress of all children placed in approved units for visually handicapped children.

F. Certification Of Teachers Of The Visually Handicapped

1. An elementary or secondary certificate based on a bachelor's degree and 18 hours of education.
2. Twenty-four semester hours from the following courses or their equivalents. Courses a. through f. are required with the remainder needed to be taken from the listed courses.
 - a. Education of Exceptional Children (Survey Course)
 - b. Educational Procedures for the Partially Seeing
 - c. Anatomy, Physiology and Hygiene of the Eye (Structure and Function of the Eye)
 - d. Survey of Education of Visually Handicapped Children
 - e. Advanced Educational Procedures for the Partially Seeing
 - f. Directed Teaching (6 hours with the visually impaired)
 - g. Individual Intelligence Testing
 - h. Speech Correction
 - i. Nature and Needs of the Mentally Retarded
 - j. Other courses which deal specifically with the needs of partially seeing children.

**Teacher's Certification of the
American Association of Instructors of the Blind**

Class A

Teachers would be eligible for Class A Certificate who have presented to the Committee on Teacher Certification evidence of the following:

1. A valid teacher's certificate in the assigned teaching field registered in the state where teaching is performed.
2. A bachelor's degree from an accredited college or university.
- *3. A course in reading and writing Braille or a proficiency test in reading and writing Braille

Class AA

Teachers would be eligible for Class AA Certificate who have presented to the Committee on Teacher Certification evidence of the following:

1. Completion of requirements for the new Class A Certificate
2. A course in the Structure and Function of the Eye, and completion of a minimum of 10 semester hours** in special preparation for teaching the visually handicapped to be selected from at least three of the following areas:
 - a. Introduction to Exceptional Children
 - b. Nature and Needs of Children Who are Blind or Partially Seeing
 - c. Psychology of the Blind or Partially Seeing
 - d. The Teaching of Braille
 - e. Advanced Braille
 - f. Remedial Reading
 - g. Methods, Curriculum Adaptations or Program Adjustment
 - h. Mental Hygiene or Mental Health
3. Three years of school experience in teaching blind or partially seeing children, or three semester hours in student teaching of blind or partially seeing children arranged by an accredited college.

*Requirement for teachers of children who use Braille.

**Three quarter hours will be equivalent to two semester hours.

Class AAA

Teachers would be eligible for Class AAA Certificate who have presented to the Committee on Teacher Certification evidence of the following:

1. Completion of requirements for Class AA Certificate.
2. A master's degree from an accredited college or university.
3. Completion of 21 semester hours in the education of visually handicapped children, including a course in Methods, Curriculum Adaptations or Program Adjustment, and selections from any of the following courses:
 - a. Psychology of Exceptional Children
 - b. Nature and Needs of Children Who are Blind or Partially Seeing
 - c. Psychology of the Blind or Partially Seeing
 - d. The Teaching of Braille
 - e. Advanced Problems in Educating Handicapped Children
 - f. Social and Vocational Aspects of Limited Vision
 - g. Mobility, Orientation, and Travel
 - h. Advanced Braille
 - i. Education of the Multiple Handicapped
 - j. Education of the Mentally Retarded
 - k. Mental Hygiene or Mental Health
 - l. The Emotionally Disturbed
4. A research project in the field of the education of the blind approved by a committee of the AAIB on Research, or by a faculty advisor of an accredited college or university.

Chapter X

Program Standards for Special Education Units for Hard of Hearing Children

A. General

1. A special education unit or fractional unit for hard of hearing children may be approved only within these standards.
2. The superintendent of the school district of attendance (or his designated representative) is responsible for the assignments of pupils to approved special education units.
3. All children enrolled in an approved special education unit for hard of hearing children shall meet the standards listed below.
4. Approval of classes shall be based upon a plan submitted in advance to the Director of Special Education.

B. Eligibility

1. Any educable child who meets the following requirements shall be eligible for placement in a special education unit for hard of hearing children.
 - a. Has an intelligence quotient of 75 or above based upon an individual psychological examination administered by a psychologist or certified examiner, is capable of profiting substantially from instruction, and is of legal school age.
 - b. Has a relatively flat audiometric contour and an average pure tone hearing threshold of 50 db or greater for the frequencies 500, 1000, and 2000 cps in the better ear (ISO-1964), or

Has an abruptly falling audiometric contour and an average pure tone hearing threshold of 50 db or greater in the better ear for the two better frequencies within the 500-2000 cps frequency range (ISO-1964), or

Functions as a hard of hearing child and is approved for placement in a special education class by the Division of Special Education.
2. A current audiological and otological examination shall be required for placement in approved special education units for hard of hearing children. Periodic examination shall be required for continued placement in an approved program.
3. Hard of hearing children with intelligence quotients between 50-75 should be placed in a special education program for slow learning hard of hearing children at the Arkansas State School for the Deaf, Little Rock, Arkansas.

C. Class Size and Age Range

1. In units where the hard of hearing children receive all of their instruction with the special education teacher, the minimum enrollment shall be six (6) and the maximum ten (10).
2. In units where the majority of the children receive instruction with a special education teacher and participate only in physical education, art and music classes the minimum enrollment shall be eight (8) and the maximum twelve (12).
3. In units where hard of hearing children are integrated but receive instruction with a special education teacher in lipreading drill and practice, auditory training, speech therapy and tutoring in academic subjects, the minimum enrollment shall be eight (8) and the maximum fifteen (15).
4. In units where hard of hearing children are integrated into the regular class, the special education teacher should be

allowed consultant time of a minimum one-half day per week. During this time he/she should visit the regular room and check on the progress of the hard of hearing children.

D. Housing, Equipment, and Materials

1. A special education unit for hard of hearing children shall be housed in a classroom in a regular school building (or in a special public school) which meets the standards adopted by the State Board of Education, with children of comparable chronological age.
2. A special education unit for hard of hearing children shall provide space adequate for the storage and handling of the special materials and equipment needed in the instructional program.
3. A special education unit for hard of hearing children shall provide the materials and equipment necessary for the instruction of these children.
4. Each classroom shall be equipped with suitable group auditory training equipment. Provision shall be made for maintenance and repair.

E. Program

1. Teachers of hard of hearing children shall follow outlines and/or special courses of study in their daily program planning.
2. Classes for hard of hearing children may be organized as self-contained units in which the children receive full-time instruction from the special teacher.
3. Classes for hard of hearing children may be organized so that provision can be made for some children to receive full-time instruction from the special teacher, while others receive some instruction from the special teacher and are integrated on an individual basis in proportion to the child's ability to succeed.
4. Special consideration for placement in secondary school programs should be given those hard of hearing children who receive instruction in special education classes through the elementary school.

F. Certification for Teachers of the Hard of Hearing

1. An elementary or secondary certificate based on a bachelor's degree and 18 hours of education.
2. The educational program of a teacher of the hard of hearing should include a minimum of 26 semester hours and a maximum of 40 hours as prescribed by the Conference of Executives of American Instructors of the Deaf.

3. The preparation work to teach the deaf must include the following courses and their minimum and maximum:

a.	Methods of Teaching Elementary School Subjects to the Deaf	4 hrs. min.	6 hrs. max.
b.	Teaching Language to the Deaf	4 hrs. min.	6 hrs. max.
c.	Teaching Speech to the Deaf	4 hrs. min.	6 hrs. max.
d.	Teaching Speech Reading to the Deaf	2 hrs. min.	3 hrs. max.
e.	Auditory and Speech Mechanism	2 hrs. min.	3 hrs. max.
f.	Hearing Tests and Auditory Training	2 hrs. min.	3 hrs. max.
g.	History of Education and Guidance of the Deaf	2 hrs. min.	3 hrs. max.
h.	Observation and Student Teaching	6 hrs. min.	10 hrs. max.

Chapter XI

Program Standards for the Orthopedically Handicapped

A. General

1. A special education unit or fractional unit for orthopedically handicapped children may be approved only within these standards.
2. The superintendent of the school district of attendance (or his designated representative) is responsible for the assignment of pupils to approved special education units.
3. All children enrolled in an approved special education unit for orthopedically handicapped children shall meet the standards listed below.
4. Approval of classes shall be based upon a plan submitted in advance to the Director of Special Education.
5. Orthopedically handicapped children often have other handicaps; therefore, reference is made to other sections of this publication.

B. Eligibility

1. Must possess a physical defect which interferes with the normal function of the bones, muscles, or joints.
2. Must have a physician's report giving the functional rating of the impaired muscles or sensory areas.

C. Class Provisions

1. **Regular Classroom**
Generally the needs of the child who has orthopedic handicaps only, should be considered in the regular classroom. It is most important that the entire faculty have orientation to and interpretation of the child's exceptional

needs in his areas of contact with normal persons. The faculty should show an active interest in accepting the child for his own intrinsic value and should afford him opportunities to develop to his maximum potential. The regular classroom teacher should have leeway to deviate from routine as much as he/she desires and should individualize her attention in various ways.

- a. Use instructional materials suited to the child's level of development within his academic success level and present these materials at the child's own rate of progress.
- b. Use whatever techniques or methods of teaching needed to meet the individual needs of the handicapped child.
- c. Plan daily adequate tasks and provide time for the child to complete them successfully.
- d. Help the child to achieve and maintain self-esteem and to earn peer esteem through recognition of commendable work.
- e. Help other children to understand limitations of any or all classmates and assist them when needed, thus promoting good mental health and wholesome classroom climate.
- f. Provide preferential seating.
- g. The school administration should arrange, if possible, to provide for orthopedically handicapped children in the regular classroom by making certain physical arrangements, such as ramps and special transportation.

2. Special Classroom

The factors determining placement of a child in a special classroom are (1) physical disability; (2) emotional adjustment; (3) intellectual level; (4) location of home with respect to school; (5) provision for activities with normal children and, when feasible, some classes with normal children; (6) nature of home background and family relationships; (7) a teacher trained to work with orthopedically handicapped children of all types and (8) services of specialists as speech therapists, physical therapists, and occupational therapists.

The special classroom teacher will need to pay particular attention to the following procedures:

- a. Obtain physicians' and psychologists' reports on each child.
- b. Provide the rest periods and special consideration recommended by the doctor.
- c. Inventory the academic status and needs of the child by using standardized tests and procedures as well as own methods.
- d. Provide suitable instructional materials to challenge but not to exhaust the child.

- e. Provide much remedial instruction for the academically retarded.
 - f. For the mentally retarded, apply techniques especially applicable to their learning problems.
 - g. Establish a planned sequence of short-term goals for academic achievement. Help the child see that he is progressing through attainment of each goal.
 - h. Expect the child to finish all tasks in an acceptable manner and in a reasonable time for him.
 - i. Follow a routine program allowing enough flexibility to make each new day pleasurable and beneficial.
 - j. Secure and use special furniture suited for the child with limited hand or leg use, such as tilted blackboards, stand-up tables, support board mats, cots, special desks, chairs, and tables.
 - k. Secure and use special equipment and supplies that will facilitate the work of impaired muscles. Devices that stabilize are especially helpful. Larger-sized materials are also needed.
 - l. Use special teaching techniques and adaptations of materials for teaching the cerebral palsied and multiple handicapped, such as:
 - (1) Non-oral method of teaching reading to the child without speech.
 - (2) Large manipulative materials for the child with low functional hand use.
 - (3) Concrete materials as a substitute for the paper and pencil work of the brain injured with perceptual difficulties.
 - (4) Training for motor control through specifically adapted tools.
 - (5) Kinesthetic training and sensory aids for children with visual association impairment, emphasizing shape through touch.
 - m. Work with the orthopedic specialist on actual use of braces and other orthopedic devices.
 - n. Learn to use and supervise the use of special feeding equipment such as mouth pieces and stabilized plates.
 - o. Provide the usual play equipment adapted to special needs.
3. In Addition to the Regular Classroom
- The needs of some orthopedically handicapped children can be adequately met on a part-time basis in the regular classroom and in a special classroom.
- a. Arrange the schedule so that the child can have as many subjects as possible in the regular classroom with his own peer group, such as social studies, science and health, and social activities.

- b. Permit the child to leave his regular classroom for individualized instruction in language arts and/or arithmetic if he needs special methods and teaching aids. This work can be scheduled with an itinerant teacher or one released from her other duties.

4. Home Or Hospital

When an orthopedic condition renders it unsafe or unwise for a child to attend school, he should be taught in the home or hospital if such service is requested by a physician.

- a. Suitable methods, techniques, and teaching aids as described in the above sections should be used.
- b. Lesson periods are determined by the child's condition and the administrative policies of the school
- c. Visits to school on special occasions should be planned for these children. Frequent contact should be made by the children in school by visiting, telephoning, or note writing.
- d. The same standards as observed in the total educational program of the school should be observed by the administration and teachers.
- e. School-to-home telephone teaching device can be used effectively for some orthopedically handicapped children who cannot attend school and who are in the fourth grade or above.

D. Certification of Teachers of the Orthopedically Handicapped

- 1. An elementary or secondary certificate based on a bachelor's degree with 18 semester hours of education.
- 2. Twelve semester hours with a minimum of three semester hours in each area from the following:*
 - a. Education (or psychology) of Exceptional Children
 - b. Nature and Needs of the Physically Handicapped
 - c. Education Procedures for Teaching the Physically Handicapped
 - d. Speech and Language Development (including Speech Correction)
- 3. Six semester hours Directed Teaching in Special Education**
- 4. Six semester hours of electives, in addition to the requirements above, with not more than three semester hours in any one area from the following:
 - a. Nature and Needs of the Mentally Retarded

*Two semester hours as a minimum will be accepted from institutions offering only two semester hours in these areas, provided the total of twelve semester hours is met.

**Teachers with three years of experience in special education will not be required to take Directed Teaching.

- b. Educational Procedures for Teaching the Mentally Retarded
- c. Speech and Language Development (including Speech Correction)
- d. Psychology (abnormal, or relating to handicapped)
- e. Guidance (including mental, social or vocational adjustment)
- f. Intelligence Testing
- g. Arts and Crafts
- h. Child Development
- i. Diagnostic or Remedial Reading
- j. Medical or other specialized courses relating to the handicapped

Chapter XII

Program Standards for the Child with Special Health Problems

A. General

1. The child with special health problems may have any of a number of acute or chronic conditions affecting his ability to adjust to the regular classroom environment. Such conditions that may require special consideration include diabetes, rheumatic fever, nephrosis, hemophilia, asthma, convulsions, and other physical frailties.
2. All physical impairments should be diagnosed and identified by physicians. Teachers can be on the alert for signs of fatigue, listlessness, excessive irritability, or other departures from normal appearance and behavior.

B. Program

1. Regular Classroom

The child with special health problems can usually remain in the regular classroom if special provisions are made as needed for him to do adequate work at his own speed and if time is given to finish make-up work when he has been absent. This child needs understanding and may need extra help and special consideration in his educational program.

2. Homebound (See also Chapter XIV of this booklet)

The child whose physical condition makes it unsafe and impractical to attend day classes can benefit from the services of a home teacher. The home teacher will provide the same type of education program that the child would get in school (the suggestion given in the section on teaching the orthopedically handicapped would be most helpful to the home teacher).

3. By Specialists

Physicians and public health nurses can help the teacher understand the possibilities and limitations of the individual children.

Chapter XIII

Program Standards for Special Education Units For Speech Therapy

A. General

1. A special education unit or fractional unit may be approved for speech therapy only within these standards.
2. School districts employing four or more speech therapists may designate one therapist as coordinator for technical assistance and professional guidance. The case load of such therapists may be lowered on a pro-rated basis.
3. The number of centers in which a speech therapist works should be determined by the enrollment of the building and needs of the children. Not more than four centers are recommended, and the maximum shall not exceed six at any given time for one therapist employed on a full time basis. Therapists employed less than full time shall reduce the number of centers served proportionately.
4. Two districts may arrange cooperatively for the employment of one speech therapist. In such an instance the case load will be reduced to compensate for travel time and extra administrative details.

B. Selection of Children

1. Selection of children for speech therapy shall be made by the therapist.
2. The basis for selection of new students for speech therapy shall include:
 - a. Diagnostic speech evaluation, including observation of the speech structures.
 - b. Audiometric evaluation prior to initiating therapy (if possible).
 - c. General examination by school or family physician when indicated.
 - d. Referral of children with voice problems to an otolaryngologist through the school or family physician when indicated.
 - e. Psychological services when indicated.

C. General Organization

1. Class size should be limited to a maximum of five students.
2. Class periods should be a minimum of thirty minutes for children seen in groups. Individual lessons may be fifteen to thirty minutes in length.
3. Each therapist shall maintain adequate records of all students, including those screened, those presently a part of the case load, and those dismissed from therapy.
4. Children shall not be dismissed from therapy before optimum improvement has been reached.
5. Periodic assessment of children dismissed from therapy should be made over a two year period.

D. Methods of Scheduling

1. Traditional Method of Scheduling
 - a. Elementary children should be enrolled for a minimum of two periods weekly until good speech patterns are consistently maintained. Children may be seen less frequently in the "tapering off" period.
 - b. Children enrolled in high school classes may be scheduled once a week, although twice weekly sessions may be desirable where scheduling permits.
 - c. One full time therapist shall serve a minimum of 75 to a maximum of 100 students in active therapy.
2. Intensive Cycle Method of Scheduling
 - a. The speech therapist shall schedule at least four one-half days of each week in each center. One-half day per week should be used to follow up cases in previous cycles where continued reinforcement is indicated.
 - b. Each speech center shall be scheduled for a minimum of two to a maximum of four intensive cycles per year.
 - c. The length of a scheduled intensive cycle shall be a minimum of five to a maximum of ten consecutive weeks.
 - d. The individual intensive cycles scheduled at a particular center shall not be consecutive, but shall alternate with time blocks in other centers.
 - e. The first intensive cycle scheduled at each center should be longer to provide sufficient time for screening, selecting pupils and initiating the program.
3. Combination of Scheduling Methods
 - a. A combination of the intensive cycle and traditional methods may be scheduled by a therapist based on a plan submitted to the Division of Special Education.

E. Housing, Equipment, and Materials

1. A quiet, adequately lighted and ventilated room with electrical outlets shall be provided in each center for the speech therapist.
2. The space in each center should have one table with at least five medium size chairs, one teacher's chair, one bulletin board, one permanent or portable chalkboard, and one large mirror mounted so that the therapist and students may sit before it.
3. School districts shall make available one portable tape recorder for the use of the speech therapist.
4. Each speech therapist should have access to a locked file, office space, a telephone and appropriate secretarial services.

F. Conference and Follow-Up

1. Not less than one-half nor more than one day per week shall be allocated for coordination of the program, parent, staff and agency conferences concerning individual students, and related follow-up activities.
2. Part of the coordination time may be devoted to the development of speech and language improvement programs on a consultative basis.

G. Certification for Speech Therapists

1. An elementary or secondary certificate based on a bachelor's degree with eighteen (18) semester hours of education.
2. Twenty-four (24) hours distributed in the six areas as follows:

Speech Fundamentals	3 sem. hrs.
Voice Science	3 sem. hrs.
Phonetics	3 sem. hrs.
Hearing	3 sem. hrs.
Speech Correction	6 sem. hrs.
Clinical Practice	6 sem. hrs./or
200 Clock hours in Speech Therapy	

Ultimately, every speech therapist should strive to fulfill the requirements for American Speech and Hearing Association Certification.

**Requirements for the Certificate of Clinical Competence
By the American Speech and Hearing Association**

1. Must be a member of the American Speech and Hearing Association. Membership requires a master's degree or equivalent with major emphasis in speech pathology and/or audiology.

2. Must submit transcripts from one or more accredited colleges or universities presenting evidence of 60 semester hours constituting a well integrated program that includes 18 semester hours in courses that provide fundamental information applicable to the normal development of speech and hearing and language and 42 semester hours in courses that provide information about training in management of speech and hearing and language disorders and that provide information supplementary to these fields.

Of these 42 semester hours no fewer than six may be in audiology for the speech pathologist or in speech pathology for the audiologist. Of these 42 semester hours at least 24 not including credit for these or dissertation must be in courses in which the fields are requested. Furthermore, 30 of these 42 hours must be in courses acceptable toward a graduate degree by the college or university in which the courses are taken.

3. The applicant must submit evidence of the completion of 275 clock hours of supervised directed clinical experience with the individuals presenting a variety of disorders in communication and experience being obtained within the training institute or in one of its cooperating institutions.
4. Must present written evidence from employers or supervisors of nine months of full time professional requirements pertinent to the certificate being sought.
5. Submit a letter from the director of the training program from which the academic training and clinical practice were obtained. A letter must support the candidate that he has met the requirements and recommending that the certificate be granted when all the requirements have been met.
6. Pay the required fee.
7. Receive approval of the fulfillment of requirements which must come directly from the Committee on Clinical Certification.
8. Pass a written examination that evaluates the candidates knowledge in the areas cited above.
9. Be approved by the Executive Council on Recommendation of the Committee on Clinical Certification.

Chapter XIV

Program Standards for Homebound Instruction

A. General

1. The superintendent of schools (or his designated representative) shall sign all applications for home instruction.

2. All applications for home instruction must be approved by August 15 by the Director of Special Education.
3. A child shall be examined medically and recommended for instruction each year.
4. The local school shall keep accurate records on grades of students on home instruction. These records shall be available to the Division of Special Education upon request.
5. The teacher employed by a board of education for home instruction shall be a certified teacher.

B. Eligibility

1. Home instruction will be approved for children who are physically unable to attend school.
2. Home instruction may be approved for educable children who are capable of profiting from a formal educational program.
3. School-to-home telephone service may be provided under the commonly accepted standards for such services.
4. Applications for home instruction for children who are not physically handicapped shall not be approved.

C. Program

1. The home or hospital must provide a suitable facility and environment for the instruction.
2. Each child must be scheduled for a minimum of three hours a week and twelve hours per month.

D. Reimbursement

School districts will be eligible for reimbursement for homebound students at the same rate as other handicaps, \$200.00 per child per year. To be eligible for the full reimbursement, the child must receive at least three hours of instruction per week or twelve hours per month for nine months. Any portion of this time will be pro-rated on the basis of ninths of the \$200.00 maximum.

Chapter XV

Educational Examiner

A. General

1. Certified educational examiners will be considered competent to perform intellectual and educational evaluations for educational purposes.

2. Reports from a certified examiner will be honored by the Arkansas State Department of Education for reimbursement procedures.
- B. Certification requirements for an educational examiner by the Special Education Division of the Arkansas State Department of Education are:
1. A master's degree plus 18 semester graduate hours.
The degree must be in any one of the following fields:
 - a. Special Education
 - b. Guidance and Counseling
 - c. Psychology
 - d. Education with certification in special education.
 2. Specific graduate course work in the following is required.
 - a. Six (6) graduate hours in supervised administration and scoring of the W.P.P.S.I., W.I.S.C. and Stanford-Binet.
 - b. Interpretation of achievement test, three (3) hours.
 - c. A minimum of three (3) graduate hours in Child Growth and Development.
 3. Electives of six (6) hours in either of the two remaining accepted fields e.g., if the master's degree is in special education, the additional six (6) hours of electives must be from the fields of guidance or psychology.
- C. The Arkansas State Department of Education may honor test results of persons holding a license from the Arkansas Board of Examiners in Psychology subject to the restrictions of the person's licensure.
- D. This certification as an educational examiner is good only for public school testing as a salaried employee. Educational examiners are prohibited from using this certificate as an authorization to charge fees for testing.

It is strongly recommended that an educational examiner work toward licensing by the Arkansas Board of Examiners in Psychology.

Licensing Standards Of The Arkansas Board of Examiners In Psychology For Psychological Examiners

A candidate for such a license shall furnish the Board with satisfactory evidence that he:

1. Is of good moral character.

2. Has two academic years of graduate training in Psychology, including a master's degree from an accredited educational institution recognized by the Board as maintaining satisfactory standards, or, in lieu thereof, such training and experience as the Board deems necessary.
3. Is competent as a psychological examiner as shown by passing such examinations written or oral or both as the Board deems necessary.
4. Is not considered by the Board to be engaged in unethical practice.
5. Has not within the preceding six months failed an examination.

It is specifically prohibited that any individual or organization shall present himself or be presented to the public by any title incorporating the name "psychological," "psychologist," "psychology," other than those so licensed by this Act except any psychological scientist employed at a recognized research laboratory, college, or university may represent himself by the academic or research title conferred upon him by the administration of such laboratory, college, or university.

PART VI

STANDARDS FOR SCHEDULING, REPORTING, AND DISMISSAL

A. Reporting

To insure proper evaluation and reimbursement for a program of special education in a public school, the required records must be correct and up to date.

1. All reports must be returned to the Director of Special Education by May 15 of each year. If reimbursement is to be made by the end of the fiscal year, this deadline must be honored.
2. The HC-3 forms or the application for state aid must be returned by August 15 previous to the school year for which aid is expected.
3. The following reports and records must be completed and returned to the State Department of Education by May 15.
 - a. HC-1 & 2—Certification of pupil and physician's statement
 - b. HC-4—Claim for reimbursement
 - c. HC-9—Special education class roll

B. Graduation from High School

1. Mentally retarded pupils who have completed an approved senior secondary school program in special education or a work-study program should be permitted to participate in the regular secondary school graduation exercises and be granted a diploma or an appropriate certificate by the local school board.
2. If a special certificate is given it should approximate, insofar as possible, the general form of the regular diploma or secondary school certificate.

C. Dismissal from School Attendance

1. Pupils will be dismissed from school when it is felt that they can no longer profit from formal education.
2. The dismissal procedure is entirely the responsibility of the local school board and superintendent.

PART VII
AFTER SPECIAL EDUCATION

Chapter XVI

Home Economics for the Educable Mentally Retarded*

A. General

1. Home economics teachers may have a class of educable mentally retarded children who are fourteen years of age or over provided:
 - a. Enrollment in present home economics classes will permit an additional class.
 - b. Home economics teacher will continue to have a conference period.
 - c. Home economics teacher possesses the aptitude and ability to work with these students.
2. The need for the educable mentally retarded class shall be determined by the school administrator, home economics teacher, and approved by Vocational Home Economics Department and Director of Special Education, State Department of Education.

B. Eligibility

1. Students shall be in the general intelligence range of 50-70 with a score no higher than 80, and must have sufficient maturity to adjust to general school routine.
2. Children placed in this class shall be re-evaluated periodically.

C. Class Size

1. Minimum class size for an educable mentally retarded class shall be five (5).
2. Maximum class size for the educable mentally retarded shall be ten students (10).

D. Program

1. Program designed to help students develop a concept of the world of work—its progress and expectations, and to motivate and guide students to prepare themselves for the world of work through personal development and management of time, energy, money, and properties.

*This section was prepared in cooperation with the Home Economics Department of the Arkansas State Department of Education.

2. Activities designed to aid students to adjust to group work.
- E. Facilities

Equipment and materials for the class should be adequate and appropriate for the maturity and interest levels of the students.

Chapter XVII

A Cooperative Program of Vocational Education Distributive Education and Rehabilitation Services Leading to Academically Handicapped High School Youth*

The purpose of the Work Experience Program is to "bridge the gap" between school and employment for those students who are so academically handicapped, socially deprived, or in such economical straits as to prohibit them from furthering their formal education beyond the high school.

Learnings for living - practical classroom activities plus a vocational proficiency gained through on-the-job training in selected occupations - is our goal for the program. Meaningful education for every child, regardless of ability, is our justification for the experimentations with this new concept of education at the high school level. Terminal employment - with enough practical "learnings" to hold on to it, enough judgment to use it in the fulfillment of everyday living, and enough ambition to relish it in the satisfaction of "a job well done" - is our hope.

School age youth with special needs may include:

1. Those who are discouraged and want to drop out of school.
2. Those low in reading ability and able to carry on school work successfully.
3. Those who do not have money to provide proper school clothes, lunches, or other necessary items.
4. Those who have no place to study at home and may live under crowded conditions.
5. Those who have little in "book learning" but possibly considerable potential for some other types.
6. Those who find nothing in the school programs that fits their needs.
7. Those with physical, mental, or psychological handicaps.

*This section was prepared by Mrs. Myra Mosier, Supervisor of Distributive Education, in the Arkansas State Department of Education.

The responsibility for the operation of this program is a cooperative effort of (1) the local school district which provides a teacher-coordinator, facilities (classrooms, library and resource materials, equipment necessary to the operation of the program, etc.) and supervision of the local program, (2) the local business community by furnishing the laboratories for on-the-job training stations, (3) the Division of Vocational Education, Distributive Education Service, which works with the local school district in the education of youth and sets forth policies for the operation of the program, and (4) the Arkansas Rehabilitation Service which provides authorized services to eligible disabled youth sixteen years of age and over.

Eligibility

1. Must be 16 years old on or before October 1 of the year he or she enters the program.
2. Although this is an ungraded class, he or she should have reached the 9th grade.
3. Must be judged to be mentally, physically, and psychologically capable and have the desire to become a wage earner.
4. Must have written consent of parent or guardian to enroll.
5. Must agree to accept suitable work experience as a part of the school assignments.
6. Must understand that work may be below the skilled level occupation.
7. They will be willing to accept "terminal employment" at the end of training.
8. Agree that once qualified for, and enrolled in the Work Experience Program, he may not transfer to the regular program without consent of the Administrative Committee.

Administrative Committee

Decisions concerning eligibility and assignment of students to the Work Experience Program shall be the responsibility of an administrative committee composed of the following persons:

1. Principal of high school
2. Representative of guidance department
3. Teacher
4. Coordinator of the Work Experience Program
5. Other persons the local district deems necessary to the operation of the program.

It shall be the responsibility of the above to determine if and when a student should be removed from the program and if the school has any further obligation to the student removed. (1) Refusal of a student to accept suitable work experience assignment, (2) failure of

the student to make acceptable social and personal adjustment to the world of work, (3) or a studied determination by the committee that the student is either mentally or emotionally unsuited for employment of any kind, will be considered as primary reason for the removal of a student from the Work Experience Program.

The Administrative Committee, aided by the appropriate administrative staff member of the School District, shall make the policies effecting the operation of the program. It shall be the duty of the Program Coordinator to see that such policies are carried out.

Instructional Program

All students are assigned to an academic "care" type program in the morning hours and to regular classes, such as home economics, industrial arts, physical education, art, or on-campus work experience, in the afternoon.

As soon as the student is ready to accept an "on-the-job" training assignment, and training situations are available, the afternoon classes are dropped and a work assignment is made. When the student has (1) worked in part-time employment for at least one semester in the same occupation; (2) the coordinator and committee decide that definite goals have been reached in the five areas of subject matter, and (3) the employer requests his service full time, he shall be placed on the job full time and supervised by the coordinator until he has completed requirements for graduation as stipulated by the Curriculum Values Table.

Areas of Subject Matter

As a result of experimentation, it has been determined that these students can and will learn if they see a need for the knowledge. Therefore, the curriculum must be oriented to the job training situations which are possible for this group of students. The subject matter areas are taught by the teacher-coordinator in the morning.

Subject Matter Areas to be Covered

1. Language arts
2. Vocational math
3. Social studies
4. Vocations—Job related knowledge and skills

Teacher Qualifications

The teacher-coordinator is subject to qualifications and standards which apply to teachers of the school system.

Additional Requirements

1. He must have had at least one year's work experience.
2. He must have at least nine hours of vocational education, including such subjects as History and Principles of Vocational Education, Workshops, and Problems of the Coordinator.
3. He should have had successful teaching experience.
4. He may be approved by the State Director of Distributive Education and may qualify within three years after employment as a teacher-coordinator.
5. He must be approved by the State Director of Distributive Education prior to his assuming the position.

Teacher-Coordinator Responsibilities

1. Teach subject matter classes in the morning.
2. Cooperate with local school authorities in carrying out school policies set forth by local board of education as well as program policies.
3. Confer with parents or guardian.
4. Promote an understanding of the program within the local school, with parents, students, and the business community.
5. Seek out job opportunities.
6. Supervise on-the-job training.
7. Work with adult classes for persons with special needs.
8. See that state and federal wage and hour laws are observed.
9. Serve on Administrative Committee.
10. Work with local Advisory Committee.

APPENDIX I

SUGGESTED PHYSICAL FACILITIES FOR SPECIAL EDUCATION CLASSROOMS

Location of Classrooms

The classes for the educable mentally retarded children should be located in a building with children of comparable chronological age so that integration is possible. It is undesirable to place more special classes in one building than can be comfortably integrated into the total building population. It is recommended that not more than one special class to every four regular classes of comparable ages be allowed.

In selecting a building, it is desirable to choose one that will offer the greatest number of opportunities to participate in the activities of the school, to use the regular school equipment and facilities, to receive the services of the special teaching staff such as the nurse, counselor, speech correctionist, shop, homemaking, art and physical education instructors.

The Special Education Classroom

The special classroom should be so located in a building that it has easy communication with other general classrooms to facilitate integration, access to therapy rooms, rest rooms, entrances, playground, and special rooms in the building, such as auditoriums, nurses room, cafeteria.

The classroom should be similar to rooms for other children in that they should be designed to fit the educational needs of the particular children to be housed in the room. In general, a modified activity-type program is best suited for these children in all levels of grouping. The classrooms need to be large and the physical features flexible enough for a variety of arrangements of furnishings, such as desks, cots, screens, piano, tables, chairs, and play equipment. The room should be large enough to accommodate:

- Individual activity
- Group activity
- Art and craft projects
- Working with simple tools

Practicing housekeeping and social skills such as:

- Actual practices in personal care
- Cooking
- Serving

Cleaning
Free play
Rest
Painting and drawing
Rhythm work and games
Using audio-visual aids

Physical Qualities of the Rooms

SIZE—The room should have a minimum of 1200 square feet. There should be at least 60 square feet of floor space per child. This will allow for free movement of wheelchairs, walkers and other heavy equipment, and furniture with a maximum of 15 children per classroom.

LIGHTING—The lighting should conform to the best modern practice for any classroom. It is recommended that at least 100 foot candles on working surfaces be provided.

STORAGE—There should be a minimum of 100 square feet for storage. The wide range and variety of equipment and supplies required to meet the different groups of children make it necessary to have an abundance of storage space. Open shelves, closed cupboards and bins for toys, books, puzzles, dishes, paper, and the like where children can get and put away their own belongings is a "must" as keeping their own belongings orderly is part of the training. Wooden sliding doors are preferred for storage and cupboard space. Some children can slide doors that they cannot pull open. Doors that open outward are an additional safety hazard. The storage cabinets and cupboards should be recessed to prevent sharp protruding corners, and so constructed:

- a. To accommodate 3' x 4' sheets of oak tag, newsprint, construction paper, tubs of clay, games, toys.
- b. To store heavy equipment not in current use—extra wheelchairs, walkers, stand-up tables, etc.
- c. To provide open shelves of suitable height for children to reach to books, toys, and supplies in current use.

The amount of storage space in the classrooms of the various age groupings will probably not be too different. There is, however, a need to consider the type of storage space needed for the different classes. For instance, in the elementary school it is desirable to have wardrobes for wraps, drawers for sleeping mats, and a suitable place to keep such personal effects as toothbrush, toothpaste, comb, brush, etc., since this is a part of their training equipment. In the secondary classes, previous training should have prepared the children to be ready to use the same facilities as the other children. Storage for housekeeping equipment, tools, paints, wood and the like will require more space for the older group of children than for the younger group.

Teachers need storage space for their wraps, typewriters, records, books and other instructional supplies. There should be space for filing cabinets and audio-visual aid equipment.

TOILETS—The toilet facilities for the pre-primary and primary classes should be a part of the room itself since training in personal habits is an important part of the curricula. For the intermediate classes the facilities can be either in the room or near the room as the training at this level should begin to increase the children's ability to be more independent and able to take care of themselves in the building.

In the secondary school, children should be at the place where they can fit into the regular flow of school society and therefore use the regular toilet facilities.

Toilets should:

Have horizontal hand rails and vertical grab rails inside cubicles. These cubicles should be 60" wide to admit wheelchairs.

Be equipped with stools and basins to fit children of various ages. Hand rails should be placed around washbasins and stools. Pressure regulation valves should be placed on the water faucets.

Have special urinals for wheelchair students.

Have towel dispensers no more than 30" from floor.

Suggestions to be Included in the Special Room

FLOOR—The floor should be covered with a material such as vinyl-asbestos tile which is non-slipping, light in color and easy to clean. A carpeted area of 120 square feet or an area of 10 x 12 is recommended for quiet time or story time. Floors should be warm. Some crippled children work better on the floor.

SINK AND COUNTER—All rooms should be provided with sink, hot and cold running water and counter to fit the size of the children in the room. Sink and counters should be 26" above the floor with an open space underneath to accommodate wheelchairs. Pressure regulation valves are suggested for all water fixtures.

ELECTRICAL OUTLETS—There should be a minimum of two duplex receptacles on each wall in the classrooms, therapy rooms, and playrooms.

BULLETIN BOARDS AND CHALKBOARDS—Thirty to forty feet of bulletin board and chalkboard space should be provided. The chalkboards should be low enough to accommodate children who must sit. Hand rails at all boards are convenient for the crippled child. At least one dual purpose portable chalkboard and bulletin board is suggested.

SUGGESTED EQUIPMENT AND SUPPLIES—The following items are suggested for use in the special classroom. It is offered only as a suggestion to planning. The selection of equipment can best be made through consultation with the teacher who is the best judge of its adaptability to the use he will make of it. This list is not all inclusive nor is it intended for every classroom. The following items are listed according to levels of training.

PRIMARY MATERIALS LIST

Mirror (full length if possible)
Easel
1" Paint Brushes (15)
Blunt End Scissors (15)
Boxes of Anti-Roll Crayon (15 large)
Tempera
Liquid Starch (to mix with Tempera for finger painting)
Paste (1¾ oz. @\$3.13 doz.)
1 Roll of White Butcher Paper (24" to 27")
Construction Paper
Pipe Cleaners
Puzzles (large, preferably wooden or plastic)
Building or Stacking Blocks
Doll House and Furnishings
Cuddly Toys
Flannel Cut-Outs
Balls (kick or volley)
Jump Rope
Show and Tell
Record Player
Access to tape recorder and film projectors
Experience Charts (Spiral)
Black Writing Crayons
Structured Writing Paper
Language Development Kit ("P" or "I")(may be ordered from:
American Guidance Service, Publisher's Building, Circle Pines,
Minn. 55014)
Master Copies for duplicating (to teach recognition and discrimination)
Counting Blocks
Counting Frames (individual)
Large Abacus (on stand)
Large Geometric Beads

Peg Boards (15 individual)
Colored Pegs
Paquetry Blocks

Teachers are encouraged and expected to supplement this list with teacher and student-made materials. Hopefully grooming aids for each individual will be available.

INTERMEDIATE MATERIALS LIST

Mirror (2 full length, if possible)
Grooming Aids (combs, brushes, nail cleaner, toothbrush and paste, soap, individual health chart, washcloth, shoe care kit, iron and ironing board, extension cord)
1" Paint brushes (15)
Blunt end scissors (15)
Boxes large crayons (15)
Paste
Construction paper
Balls (kick, volley, softball, basketballs)
Jump rope
Record Player
Access to tape recorder and film projectors
Experience charts (Spiral)
Black writing crayons
Structured Writing Paper
Language Development Kit (Level I or Level II)
Large World Globe - Relief
Large United States Map - Relief
Water Color Sets (15)
City Maps (if available)
Abacus (large)

Materials to be supplemented by teacher and pupil developed materials, i.e. magazines, catalogs, duplicating materials, craftwork.

JUNIOR AND SENIOR HIGH MATERIALS LIST

Telephone book
Job application Blanks
Social Security Application Blanks
Driver Manuals
Bank Deposit Books
Checkbooks
Newspapers
Magazines
Home Economic materials including measuring devices, cooking utensils, appliances, etc.*

*Materials for these skills should be supplied by the existing programs.

Industrial Arts materials including tools, measuring devices, etc.*
Set of telephones
Sample of pay checks with payroll deductions
Time cards, clocks, sheets
Measuring devices
Maps (local, state, national, etc.)
Clock
Sample contracts for installment buying
Sample forms and pamphlets on insurance
Applications for charge accounts and credit
Calendar
Sample contracts
Catalogs
Internal Revenue Service sample income tax forms (federal and state)
Sample Election Ballots

*Materials for these skills should be supplied by the existing programs.

APPENDIX II
REPORTING FORMS

APPLICATION FOR CERTIFICATION OF HANDICAPPED CHILD
 Act 412, 1947; Act 315, 1949; and Act 169, 1963

Name _____ Age _____ Sex _____

School District _____ Grade _____

Parent or Guardian _____

Address _____

I. MENTAL EVALUATION

Date Given _____ C.A. _____ M.A. _____ I.Q. _____

Tested By _____ Title _____

Name of Test _____

Recommendation _____

II. SPEECH EVALUATION

Type of Speech Problem _____

Type of Test Given _____

Recommendation of Speech Therapist _____

 Speech Therapist

III. TYPE OF INSTRUCTION

Special Class: Full-time	_____	Part-time	_____
Home Instruction	_____	Attendant Service	_____
Speech Therapy	_____	Large-Type Books	_____
Transportation	_____		

 Superintendent

 Date

2

CHILDREN REPORTED IN PREVIOUS YEARS CAN BE CERTIFIED WITHOUT ADDITIONAL PHYSICIAN'S STATEMENT. INDICATE YEAR CHILD WAS LAST REPORTED _____.

PHYSICIAN'S STATEMENT REGARDING HANDICAPPED CHILD

To the Physician

Act 412, 1947; Act 315, 1949; and Act 169, 1963, Arkansas, provide state educational assistance for handicapped children, ages 6-20 inclusive, who need instruction at home or in special classes, or who need special facilities, equipment or instructional aids on account of their handicaps. Each child certified as eligible must be examined by a physician licensed to practice in Arkansas.

Name of Child _____

1. A medical examination of the above named child reveals the condition described:

2. The child has received necessary medical care or treatment?

Yes _____ No _____

3. The child is in need of special educational assistance provided under Act 412, 1947; Act 315, 1949; and Act 169, 1963?

Yes _____ No _____

Date _____

Signed: _____
Physician

Address: _____

Please return to State
Department of Education,
Special Education Section
no later than August 15,

FORM HC-3 (Rev.)

**APPLICATION FOR AID
FOR THE INSTRUCTION OF HANDICAPPED CHILDREN**

District _____

Date _____

Number of special education classes planned for 1969-70 _____
(State Program).

Number of speech therapists planned for 1969-70 _____
(State Program).

Number of children needing homebound instruction _____
(State Program).

Signed _____

Title _____

Date _____

For SEA Use Only:

Amount Approved _____

Please complete and return to:
Director of Special Education
State Department of Education
Little Rock, Arkansas 72201

FORM HC-4 (3rd Revision)

CLAIM FOR REIMBURSEMENT FOR INSTRUCTION OF HANDICAPPED CHILDREN

District _____ Date _____

This claim should be submitted by May 15 and not later than June 1 of each year.
Do not submit claim unless cost of instruction of handicapped exceeds the regular
per capita cost of the district.

	Number Of Pupils	Per Capita Cost In School	Per Capita Cost In Spec. Ed.	Total Excess Cost Claimed
Home Instruction	_____	XXXXXXX	XXXXXXX	_____
Special Classes	_____	_____	_____	_____
Speech Therapy	_____	XXXXXXX	XXXXXXX	_____
Special Services	_____	XXXXXXX	XXXXXXX	_____
TOTAL	_____	_____	_____	_____

I certify that this claim for reimbursement for the instruction of handicapped
children is, to the best of my knowledge, a true statement.

Signed _____
Authorized Agent of District

Title _____

Date _____

FOR SEA USE ONLY Approved for Payment:

No. Classes _____ Yrs. _____ \$ _____

No. H.B. _____ Yrs. _____ \$ _____

No. S.T. _____ Yrs. _____ \$ _____

Spec. Serv. _____ \$ _____

TOTAL _____ \$ _____

Signed _____ Date _____

Director of Special Education

SPECIAL EDUCATION ROLL

DIST. _____ SCHOOL _____

TEACHER _____

CERT., EL. _____ SEC. _____ SPEC. ED. _____ HRS. SPEC. ED. _____

NAME	M R	P H	H B	S P	DAYS ATTENDANCE								
					1	2	3	4	5	6	7	8	9
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													

Check handicap. MR - mentally retarded. PH - physically handicapped. HB - homebound or hospitalized. SP - speech handicapped.

Attach HC-1 and HC-2 for each pupil listed above.

Attendance is not reported on HC-1, but must be reported above. Hours per month are reported for homebound and days per month for classes and therapy. Amount of time per day must be indicated after each name, if less than a full day is spent in special class.